

NORTH ELEMENTARY

1421 Bedford Avenue P.O. Box 21
North, SC 29112

GRADES K-5 Elementary School

ENROLLMENT 321 Students

PRINCIPAL Bryan W. Fogle, Jr. 803-247-2184

SUPERINTENDENT Mr. Melvin Smoak 803-534-5454

BOARD CHAIR Mr. Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	63	20	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

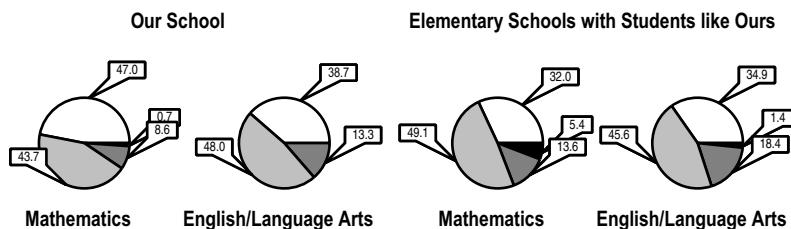
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Good	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	50	11
Percent satisfied with learning environment	70.4%	69.4%	I/S
Percent satisfied with social and physical environment	74.1%	64.0%	40.0%
Percent satisfied with home-school relations	70.4%	84.0%	I/S

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	175	98.3	38.7	48.0	13.3	N/A	13.3	17.6
Gender								
Male	90	97.8	44.4	43.2	12.3	N/A	12.3	17.6
Female	85	98.8	31.9	53.6	14.5	N/A	14.5	17.6
Racial/Ethnic Group								
White	53	100.0	19.1	57.4	23.4	N/A	23.4	17.6
African-American	118	97.5	47.6	43.7	8.7	N/A	8.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	136	98.5	33.9	47.7	18.3	N/A	18.3	17.6
Disabled	39	97.4	51.2	48.8	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	175	98.3	38.7	48.0	13.3	N/A	13.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	175	98.3	38.9	47.7	13.4	N/A	13.4	17.6
Socio-Economic Status								
Subsidized meals	146	98.6	42.5	47.2	10.2	N/A	10.2	17.6
Full-pay meals	24	100.0	17.4	52.2	30.4	N/A	30.4	17.6

Mathematics								
All students	175	100.0	47.0	43.7	8.6	0.7	9.3	15.5
Gender								
Male	90	100.0	47.6	45.1	6.1	1.2	7.3	15.5
Female	85	100.0	46.4	42.0	11.6	N/A	11.6	15.5
Racial/Ethnic Group								
White	53	100.0	23.4	55.3	19.1	2.1	21.3	15.5
African-American	118	100.0	57.7	38.5	3.8	N/A	3.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	136	100.0	36.7	50.5	11.9	0.9	12.8	15.5
Disabled	39	100.0	73.8	26.2	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	175	100.0	47.0	43.7	8.6	0.7	9.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	175	100.0	46.7	44.0	8.7	0.7	9.3	15.5
Socio-Economic Status								
Subsidized meals	146	100.0	52.3	43.0	4.7	N/A	4.7	15.5
Full-pay meals	24	100.0	17.4	47.8	30.4	4.3	34.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	54	N/A	45.3	39.6	15.1	N/A	15.1
	Grade 4	52	N/A	34.0	60.0	6.0	N/A	6.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	98.4	31.4	45.1	23.5	N/A	23.5
	Grade 4	56	98.2	33.3	52.9	13.7	N/A	13.7
	Grade 5	57	98.2	52.1	45.8	2.1	N/A	2.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	54	N/A	58.5	37.7	3.8	N/A	3.8
	Grade 4	52	N/A	47.1	41.2	7.8	3.9	11.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	100.0	43.1	45.1	9.8	2.0	11.8
	Grade 4	56	100.0	50.0	42.3	7.7	N/A	7.7
	Grade 5	57	100.0	47.9	43.8	8.3	N/A	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 321)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 3.7%	3.5%	2.4%
Attendance rate	96.2%	Down from 98.4%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	1.7%	Down from 1.9%	6.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.4%	Down from 3.7%	9.0%	8.0%
Older than usual for grade	2.8%	Down from 4.6%	2.3%	1.1%
Suspended or expelled	0.0%	Down from 0.8%	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	38.5%	Down from 40.0%	46.4%	50.0%
Continuing contract teachers	84.6%	Down from 86.7%	83.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.6%	Up from 74.6%	84.1%	86.2%
Teacher attendance rate	94.9%	Up from 94.8%	94.4%	95.3%
Average teacher salary	\$39,007	Down 2.0%	\$39,237	\$39,909
Prof. development days/teacher	22.7 days	Up from 7.1 days	12.1 days	11.4 days

School				
Principal's years at school	10.0	Up from 8.0	3.0	4.0
Student-teacher ratio	17.5 to 1	Up from 16.2 to 1	17.4 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 91.8%	88.5%	89.7%
Dollars spent per pupil*	\$6,129	Down 0.2%	\$6,109	\$5,892
Percent spent on teacher salaries*	68.8%	Down from 69.7%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Up from 94.9%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Faculty and staff at North Elementary School have worked hard this school year to accomplish our mission: to provide rigorous, meaningful learning experiences for all students. We used new initiatives and best practice strategies, including Reading Recovery, Accelerated Reader, Accelerated Math, Wee Deliver, Academy of Reading, Four-Block Balanced Literacy, and computerized tutorials. In addition, professional staff development for teachers included Reading and Writing Across the Curriculum, Standards Based Instruction, Integrating Technology into the Classroom, Standards in Practice, and Test Data Interpretation.

An emphasis on writing across the curriculum at all grade levels encouraged students to participate in a variety of different writing experiences through the Wee Deliver Program. We prepared to become a part of the 2003-2004 State Exemplary Writing Program through staff development in that area. Students set higher expectations for themselves in Accelerated Reader. Peer and after school tutoring sessions, as well as the after school homework center, provided extra assistance to students.

In addition to academic classes, students at North Elementary School participated in multicultural, career awareness, and service learning activities. A visual artist-in-residence helped third and fourth graders create beautiful flower collages. Volunteers introduced students to career opportunities and addressed healthy life styles. MAPPS and mental health counselors taught decision-making and conflict resolution strategies. Non-combative sports in physical education also stressed appropriate ways to resolve conflicts.

Our school received several awards this year including being named a winner in the 2002-2003 Palmetto Gold and Silver Awards Program. Our media center received a grant from the Laura Bush Foundation for America's Libraries.

At North Elementary School, we have set five performance goals for 2003-2004. Our goals are to meet or exceed standard in all areas of the Palmetto Achievement Challenge Test (PACT) and to increase the percentage of students scoring "Ready" for first grade. With all of us pulling together for these common goals, our students will succeed.

Bryan W. Fogle, Jr., Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.